

Bishop Martin C.E. Primary School



'Learning Together, Growing in Faith'

'Let your light shine before others, that they may see your good deeds' (Matthew 5:16).

Special Educational Needs Policy

September 2025

Review Date: September 2026

Vision and Values

Our school motto statement '**Learning Together, Growing in Faith**' is underpinned by the gospel saying '**May Your Light Shine Before Others So They May See Your Good Deeds**' (Matthew 5.16). Our five Core Christian Values are: **Hope, Trust, Respect, Kindness** and in the centre of all four of these, **Love**. These values are represented, throughout school, by our Values Design. Rooted in the Bible Quotes around the outside of the design, the four Values of **Hope, Trust, Kindness and Respect** all flow towards the centre where our motto sits, surrounded by the heart representing **Love**. This design, it's meaning and symbolism and these Christian Values were agreed upon with all members of the family of Bishop Martin fully involved.



Compliance

This policy complies with statutory requirement laid out in the SEND Code of Practice 0-25 2014 (updated April 2020) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE May 2014 (June 2018 update)
- Schools SEND Information Report Regulations 2014
- Statutory guidance on Supporting pupils at school with medical conditions 2014 (August 2017 update)
- The National Curriculum document 2013 (May 2015 update)
- School Safeguarding policy
- School Accessibility plan
- Teachers Standards 2012 (December 2021 update)

This policy was written by the SENCo in collaboration with the SEND Governor, Senior Leadership Team, staff and parents of children with Special Educational Needs.

Our SEND Information Report contains information which supports this policy.

All children and young people are entitled to an education that enables them to:

- ***achieve their best;***
- ***become confident individuals living fulfilling lives; and***
- ***make a successful transition into adulthood, whether into employment, further or higher education or training.***

(SEND Code of Practice: 0 to 25 years, January 2015, updated April 2020)

Aims

In line with the aims and principles of the school's Mission Statement, we at Bishop Martin School are committed to meeting the special educational needs of pupils and ensuring that they make progress. We aim to:

- Provide a curriculum which enables each child to grow in understanding, to acquire skills, attitudes and values that will provide a firm foundation for their future.
- Set high expectations for all our children and track progress regularly.
- Develop within our children, an understanding of their own self-worth, gifts and abilities within a warm, caring, Christian environment.
- Involve the child and the parents in the learning journey.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Ensure that the pupils with special educational needs are identified and assessed as early as possible and their progress is closely monitored.
- Ensure that the Graduated Approach to meeting the needs of pupils is adhered to and that the ASSESS-PLAN-DO-REVIEW cycle is consistent in order to meet needs and plan next steps at an appropriate rate.
- Ensure that pupils and parents participate fully in the learning journey.
- Ensure good working relationships with parents, carers and the community in order to make the most of the available resources.
- Ensure that the school liaises with special schools, outside agencies effectively to meet the needs of staff and pupils.
- Ensure that the school offers a broad balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- Ensure all teachers and teaching assistants are involved in planning and meeting the learning needs of pupils with special educational needs.

What are Special Needs?

According to the Code of Practice on the Identification and Assessment of Special Educational Needs:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age.
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.
- c) is under compulsory school age and falls within the definition at (a) or (b) above or would do if special education provision was not made for the child.

Many children may have short or long term difficulties with regards to learning, behavioural, physical disabilities, health issues and emotional problems. These children all have “special needs”.

Many short term difficulties will resolve themselves with a little extra care and understanding from the teacher. Long term difficulties may impact on learning and may require additional provision to be made.

Areas of special educational need

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

What is not a Special Educational Need?

There are many factors which may affect a child’s ability to learn, make progress and achieve. These factors may affect learning in the short term or for a longer period but do not alone constitute SEND. School will endeavour to support children and families with any issues which may be affecting learning through the appropriate channels. Examples of these factors may include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- Children who learning English as an additional language (EAL)
- Children who are in receipt of Pupil Premium
- Children who are in care (CLA)
- Children with parents who are Servicemen/women
- Difficult behaviour at home/in school (this is often an underlying response to other needs and not necessarily SEND)

While the above factors do not, in isolation, constitute SEND, pupils experiencing these challenges are monitored closely. If evidence emerges of a learning difficulty or disability requiring provision that is different from or additional to that normally available, they may be identified as having SEND and placed on the school’s SEND register in line with the Graduated Approach.

Identification, Assessment and Reviews (see Appendix 1)

Curriculum Access

From National Curriculum 2015

*‘Teachers should set **high expectations for every pupil**. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use **appropriate assessment to set targets which are deliberately ambitious**.’*

*'A wide range of pupils have SEN, many of whom also have disabilities. Lessons should be planned to ensure that there are **no barriers to EVERY pupil achieving**. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.'*

All class teachers, the SENCo and pastoral team carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- Quality first teaching and differentiation of the curriculum to match tasks to ability (Wave 1).
- Grouping of children to ensure that tasks are suitably matched to ability.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- Use of TAs to provide additional support in different curriculum areas.
- Small withdrawal group (Wave 2) and 1:1 teaching (Wave 3).
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- Access to extra-curricular clubs, and to the social life of the school.
- Access to the school's Learning Mentor for both children and parents.
- In-Service training for all staff on the needs of children with SEND.

The school actively promotes early identification of children with special educational needs. This begins in the Early Years Foundation Stage and continues throughout the primary phase. If a teacher has a concern about a child they will inform the SENCo through an internal Expression of Concern. The SENCo will work with child/ teachers/parents/health professionals to establish the next steps. (See Appendices)

The school is open and responsive to expressions of concern raised by parents and will take account of any information that parents provide about their child and aim to assist the parent where appropriate. If parents are experiencing behavioural difficulties at home, which are not reflected in school, we will offer strategies and signpost to parenting courses and other agencies as appropriate.

Throughout the school, we monitor and track the progress of all children by an ongoing process of **ASSESS – PLAN – DO – REVIEW** (see Appendix 2).

Assess – The class teacher and SENCo gather information to identify barriers to learning.

Plan – Interventions and support are planned, with clear outcomes identified. Parents are involved in decision-making.

Do – Interventions are implemented, with class teachers responsible for delivery and monitoring.

Review – The impact of support is reviewed in collaboration with pupils, parents, and relevant staff. Decisions are made about next steps.

To help identify children who may have special educational needs, the school will measure children's progress by using data and information from:

- The Early Learning Goals/ Development matters
- Termly assessments of progress
- The Year 1 phonics screening
- End of Key Stage 2 SATs tests
- Performance monitored by the teacher
- Information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child

In addition to formal assessments, we value teacher observations and parental insights when identifying and responding to emerging needs. The teacher and the SENCo look at the evidence of the child's progress and decide on strategies which are additional to, or different from those already being provided in the classroom to help the child to make progress. Information will be collected about the child, and details of the extra help given to them, and incorporated in a child's individual record file. The file will also include previous observations on the child made as part of the assessment and recording systems in place for all children. This information will be shared with parents and reviewed regularly.

Where a pupil's needs are complex and long-term and cannot be met through the resources ordinarily available in school, the school may request a statutory assessment for an Education, Health and Care Plan (EHCP). This is done in partnership with parents and relevant professionals.

Criteria for exiting the SEND register

During the review process, all information about the child will be considered to decide on the next steps. If it is agreed that the child no longer requires SEN Support, the decision to exit the SEND register will be formally recorded and shared with parents. The pupil will continue to be monitored through our whole-school tracking systems to ensure sustained progress.

Admissions

Pupils with special educational needs will be admitted to Bishop Martin School in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014, the Equality Act 2010, The SEND regulations 2014 and will meet the requirements. The school will work closely with parents to ascertain the severity of the special educational need and the impact of this on their learning and development so far.

When notified of the fact that a child may have difficulty in learning the school will make their best endeavors to:

- Support the child and the family in the transition into the school
- Collect all relevant information and plan an appropriate, differentiated curriculum.
- Liaise with all support agencies and/or other educational institutions as appropriate.
- In accordance with Section 43 of the Children and Families Act 2014, where a child's Education, Health and Care Plan names Bishop Martin School, the child will be admitted.
- Begin or continue the ASSESS-PLAN-DO-REVIEW cycle as appropriate.

Access for Disabled

Physical Access

To ensure access for pupils or parents with disabilities:

- There is access by ramp into The Early Years Unit, both Key Stage Departments and the Office Reception Area.
- There are two disabled parking spaces.
- There are toilets for the disabled in both buildings.

It should be noted that in the KS2 department, internal access to some classrooms is by staircase. Further details about how we plan for improved access to the curriculum, physical environment, and information can be found in the school's Accessibility Plan, available on our website.

Transitions

At Bishop Martin we are aware that children with SEND and medical conditions may need to be carefully considered during transitions to a new key stage, new building, new classroom etc. Within school during the summer term the class teachers meet to 'handover' relevant information about pupils' individual needs. This process is supported by the SENCo where appropriate and the SENCo ensures that all relevant documentation is passed on and discussed. A summer term meeting is also held with the Year 6 teacher and the teachers from the receiving high schools. Again, this is supported by the SENCo and documents can be transferred accordingly. For pupils with more complex needs or EHCPs, bespoke transition plans and enhanced visits are arranged in consultation with families and receiving settings.

All staff support children through these transitions by visiting the new class, short teaching sessions with the new teacher and 1:1 support if required. The Learning Mentor may also support this process for individuals. For pupils with medical needs this process may require input from other professionals and careful consideration may be given to the room allocation and staffing to ensure that needs can be met. Further information is available in the 'Supporting pupils with medical needs policy'. This can be accessed via the school website.

Local Offer - Involvement of other agencies

If a child continues not to make adequate progress despite quality first teaching and differentiation and the support plan, parents will be informed and further actions will be discussed with the SENCo.

Outside Agencies

These agencies may be involved –

- Service for Hearing Impaired children
- Service for Visually Impaired children
- The Child Development Centre at Ormskirk Hospital
- Physiotherapists
- Educational Psychology Service
- Social Services
- The child's GP
- Speech Therapists
- Occupational Therapists
- School Nurse
- Community Paediatrician
- Pupil Referral Unit – Golden Hill, Leyland
- DSS – Inclusion and Disability Support Service
- Education Welfare Officer
- Parent Partnership Scheme
- EMA – Ethnic Minority Agency
- Child and Adolescent Mental Health Services (CAMHS)

Advice from specialists outside school may be sought with parental consent if the child:

- Continues to make little or no progress in specific areas over a long period

- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

At this stage, external support services or specialists may see the child in school if that is appropriate and practicable, so that they can advise teachers on interventions, targets and accompanying strategies which could be used. They may provide more specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The team of people/agencies working with the child/family may hold 'Team Around the Family' meetings (TAF) to plan together the support which is to take place and the responsibilities of each team member. Together, the team may produce an Early Help Assessment (EHA) which sets out all this information in a plan. An EHA is undertaken based on an identified unmet need. The EHA enables assessment and planning to be undertaken against the needs of the individual child, young person or as part of a family. Parental consent will always be sought before engaging with any external professionals.

The SENCO will note in the children's records:

- What further advice is being sought
- The support to be provided for the child pending receipt of the advice.

Education, Health and Care plans (EHC)

An EHC plan will cover the 0-25 age range to cover the needs of the child into further education. Formal assessment may lead to an Education, Health & Care plan. This is a legally binding document which clearly sets out the duties and obligations of all concerned. The pathway to an EHC is a 7-step pathway.

A child's Education, Health and Care Plan (EHCP) is a statutory document developed through a multi-agency approach and co-produced with the family. This plan outlines the child's needs, desired outcomes, and the provision and funding to meet them. It remains legally binding until the child turns 25, unless the LA decides it is no longer required.

1. **Local offer** – The resources in the school and local community should first be explored to support the child and their family. An Early Help Assessment may be completed. A Lead Professional would then be identified. Team around the family meetings will be held as appropriate. The "All about me" one-page profile will be completed to take all family and child views into account and produce a 'tell it once' profile of the child and their needs.
2. **Team Around the Family** - Once the unmet needs have been identified and the appropriate information has been collated, the "All about me" one-page profile can be updated and consideration may be given to requesting a statutory assessment.

3. **Request for Statutory Integrated Assessment (SIA)** – If all parties involved agree that an integrated assessment of your child's needs is the next step a formal request is sent to the local authority by the lead professional.

Where a request for a statutory assessment is made by a school to an LEA, the child will have demonstrated significant cause for concern. The school will provide written evidence of or information about:-

- The school's action throughout the child's time in school
- Individual education plans/ behavioural plans and intervention information for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum levels/PIVATS levels (where appropriate)
- Attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Involvement of other professionals
- Any involvement by the social services or education welfare service
- The EHA

The description of the child's learning difficulty and progress together with information about the special educational provision made will form the basis on which the LEA can consider whether a statutory assessment is necessary. If the LEA's support services and in particular, the LEA's educational psychologists have already been involved in assessing the child and reviewing provision, the LEA should be able to decide relatively quickly whether a statutory assessment is necessary. In the meantime, and whilst any subsequent statutory assessment is being made, the child should continue to be supported using Wave 3 interventions. This statutory assessment will involve assessments which are completed by an educational psychologist. A report will identify recommendations for the school in how best to support the child and their needs.

4. **Statutory Integrated assessment** – A decision will be made by a multi-agency meeting panel about whether the child is eligible for an EHC or if the child's needs can be met through a SEND School Support. Should the Local Education Authority (LEA) make a decision not to give an EHC plan the parents would be informed. While the EHCP process is ongoing, Bishop Martin will continue to provide high-quality SEN Support in line with the Graduated Approach. For eligible pupils the parent would be informed and the panel would agree on the support that the child may need, what outcomes should be worked towards and what budget should be agreed to put the plan in place. The local authority must decide whether to proceed with a statutory assessment within six weeks of the request being made. If an EHCP is issued, it must be finalised within 20 weeks of the original request.
5. **My Plan** – The plan is co-produced with the child, parents/carers and professionals. A meeting will be held to agree on all aspects of the plan. Parents may be able to request a personal budget to support the child.
6. **My Life** – The plan is implemented and the child begins working towards the set targets.
7. **My review** - Each child with an EHC plan must have an Annual Review – reports are required from all professionals who have contact with the child e.g. teachers, parents, physiotherapists etc. The

pupil's views are also documented. Reviews play a big step in planning next steps and supporting transitions.

Supporting pupils with medical needs

At Bishop Martin we recognise that pupils at school with certain medical conditions should be supported well to ensure they have full access to the education which is provided, which may include school trips and physical education. Mrs Hewitt (SENCo) and Miss McKnight (Learning Mentor) are responsible for coordinating the support of pupils with medical conditions. Where children with medical conditions are also disabled, the school will make reasonable adjustments in line with the Equality Act 2010. Some children with medical conditions may also have special educational needs (SEND) and may have a statement or an Education, Health and Care (EHC) plan. We understand that the nature of the medical condition and its severity will determine the support which is required and we endeavor to liaise with parent/carers and professional to ensure that the best possible care is given. Staff are trained to deal with medical emergencies through first aid and pediatric first aid training. Staff who will be supporting children with specific medical needs will be trained accordingly. Risk assessments are routinely carried out to ensure safety of all pupils. Any care plans are regularly reviewed and updated in accordance with the child's needs and with input from relevant professionals. Further information is available in the 'Supporting pupils with medical needs policy'. This can be accessed via the school website.

Monitoring and evaluation of Special Educational Needs and Disabilities (SEND)

Monitoring and evaluation of the provision we provide for children with SEND is crucial to ensure that we are meeting the needs of our children and their families. Monitoring of SEND provision is embedded within the school's wider self-evaluation and improvement planning cycle, including lesson observations, pupil progress meetings, and learning walks. As part of a continuous cycle of monitoring within the school, the provision for children with SEND is monitored and evaluated through:

- Monitoring of short-term planning by the class teacher to meet the child's needs
- Records and evidence of the child's work showing progress towards curriculum objectives
- Evidence of progress towards targets
- Records and evidence of the child's progress towards improving behaviour
- Discussion at an appropriate level with the child about their provision, progress and needs
- Discussion with parents about the child's provision, progress and needs
- Discussion with staff/outside agencies about the child's provision, progress and needs
- Consultation with SEND governor
- Intervention evaluations

Criteria for Success

- All children with special needs have been identified and entered on the register.
- Children are receiving help consistent with their needs, in accordance with parental agreement and within the constraints of time and available resources.
- Teachers are aware of the procedures to be followed.
- Feedback from children and parents indicates that they feel supported and involved in their learning journey.
- Annual review meetings for all children with an EHC plan/statement.
- Regular review meetings are held for all children on the Special Needs Register.
- Annual review of SEND Policy review to evaluate and monitor provision and SEND arrangements.
- An appropriate record keeping system to be in place and kept up to date.

- An annual report to the Governing Body.
- Annual SEND Action Plan as part of the School Improvement Plan.
- Class based interventions carefully planned, managed and reviewed.

Training and resources

Training

At Bishop Martin, we are committed to ensuring that all staff are well-equipped to meet the diverse needs of pupils with Special Educational Needs and Disabilities (SEND). Ongoing professional development is a key part of our school improvement strategy.

Staff access high-quality training through:

- Our Multi-Academy Trust's CPD programme
- The National College online training platform
- A variety of external training providers offering bespoke, evidence-based CPD

Recent training has included:

- Basic Trauma-Informed Practice (delivered to all staff)
- Autism Awareness and Classroom Strategies
- Dyslexia and Literacy Difficulties
- De-escalation and Positive Behaviour Support

Our SENCo is a qualified Trauma-Informed Practitioner and supports staff in embedding trauma-aware approaches across the school. Further support is offered through coaching, informal mentoring and reflective practice.

The impact of training is evaluated through:

- Lesson observations
- Intervention and provision mapping
- Staff and pupil feedback
- Monitoring of pupil progress and outcomes

Training needs are identified through performance management, SEND review meetings, and changes to the school's SEND profile.

Resources

Bishop Martin uses its SEND funding strategically to ensure that children with special educational needs receive effective, timely, and appropriate support.

Intervention Resources, including IDL (literacy support for dyslexia and spelling)

📖 Precision Teaching (for specific skill mastery)

The school implements a range of structured, evidence-based interventions tailored to individual and group needs.

Sensory and Physical Resources:

To support pupils with sensory processing or physical needs, we have invested in:

- Wobble cushions, chew toys, and fidget tools
- Sensory tents, calming areas, and visual aids
- Weighted blankets, ear defenders, and lap pads
- Visual timetables, now/next boards, and other structured supports

Where necessary, advice is sought from specialist professionals (e.g. occupational therapists, physiotherapists) to ensure suitable adaptations or resources are in place.

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

The SEND Governor will meet regularly with the Head teacher and Special Educational Needs Coordinator (SENCo).

The SENCo and the Executive Headteacher will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCo and Executive Headteacher will identify areas for development in special educational needs and contribute to the school's development plan.

The role of the SENCo in school

The SENCo is a qualified teacher who is designated as SENCo for the school. The SENCo plays an important role in determining the strategic development of SEND policy and provision as part of the leadership team. The SENCo has day-to-day responsibility for the operation of the SEND policy and coordination of provision to support those with SEND, including those with EHC plans. The SENCo provides professional guidance to colleagues and will work closely with staff, parents, carers and other agencies. The SENCo is aware of the provision in the Local Offer and is able to work with parents and professionals providing a support role to the family ensuring that children with SEND receive appropriate support and high quality teaching.

The key responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Coordinating provision for children with SEND;
- Liaising with relevant designated teacher where a looked after pupil has SEND;
- Advising on a graduated approach to providing SEN support;
- Advising on the deployment on the school's designated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of children with SEND;
- Liaising with EYFS providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a point of contact with external agencies, especially the LA and LA support services;
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;

- Ensuring that the school or maintained nursery keeps the records of all children with SEND up to date.

All teachers and teaching assistants will be involved in the implementation of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCo. Any concerns regarding a child with SEND must be reported to the SENCo or Designated Senior Leader as appropriate. Staff are aware of the protocols for this and adhere to it in line with the schools 'Safeguarding policy'.

Storing and managing information

Every child on the SEND register has an individual file which is locked in a secure cupboard in the SENCo office and an electronic version saved on a secure drive. Information is also stored on the school's electronic information management system (CPOMS). Curriculum related information and assessment data is stored on Target Tracker which is a cloud-based tracking system.

Confidential pupil information is held on the server on a 'hidden' drive, only accessible to the Pastoral Team. Referrals to other agencies are usually sent via secure email.

Information Access

The school and the LEA will endeavor to provide information in alternative formats for any pupils and parents who are not always fully able to access written information. The SEND policy and SEND information report is available on the school website and is available in hard copy on request from the school office.

Reviewing the policy

The SEND policy is reviewed annually. Review of the policy ensures that provision covers needs and that the policy meets statutory requirements. The Executive Headteacher and Governing Body approve the new policy.

Accessibility

The school is committed to a policy of Inclusion in line with the Code of Practice and the SEND and Disability Act. Daily support is available in all classes from teachers and learning support assistants. Some children may be withdrawn for short periods so that they may be taught individually or in small groups, to have speech therapy sessions or to receive other treatment as necessary. Access to the curriculum is maintained through careful planning.

At Bishop Martin all pupils are encouraged to participate in cross-curricular activities which run at lunchtimes or outside school hours. All pupils are encouraged to attend school trips and activities and careful provision is made to ensure their inclusion and safety. Our Accessibility Plan, reviewed every 3

years, outlines the steps we are taking to improve access to the curriculum, the physical environment, and information.

Dealing with complaints

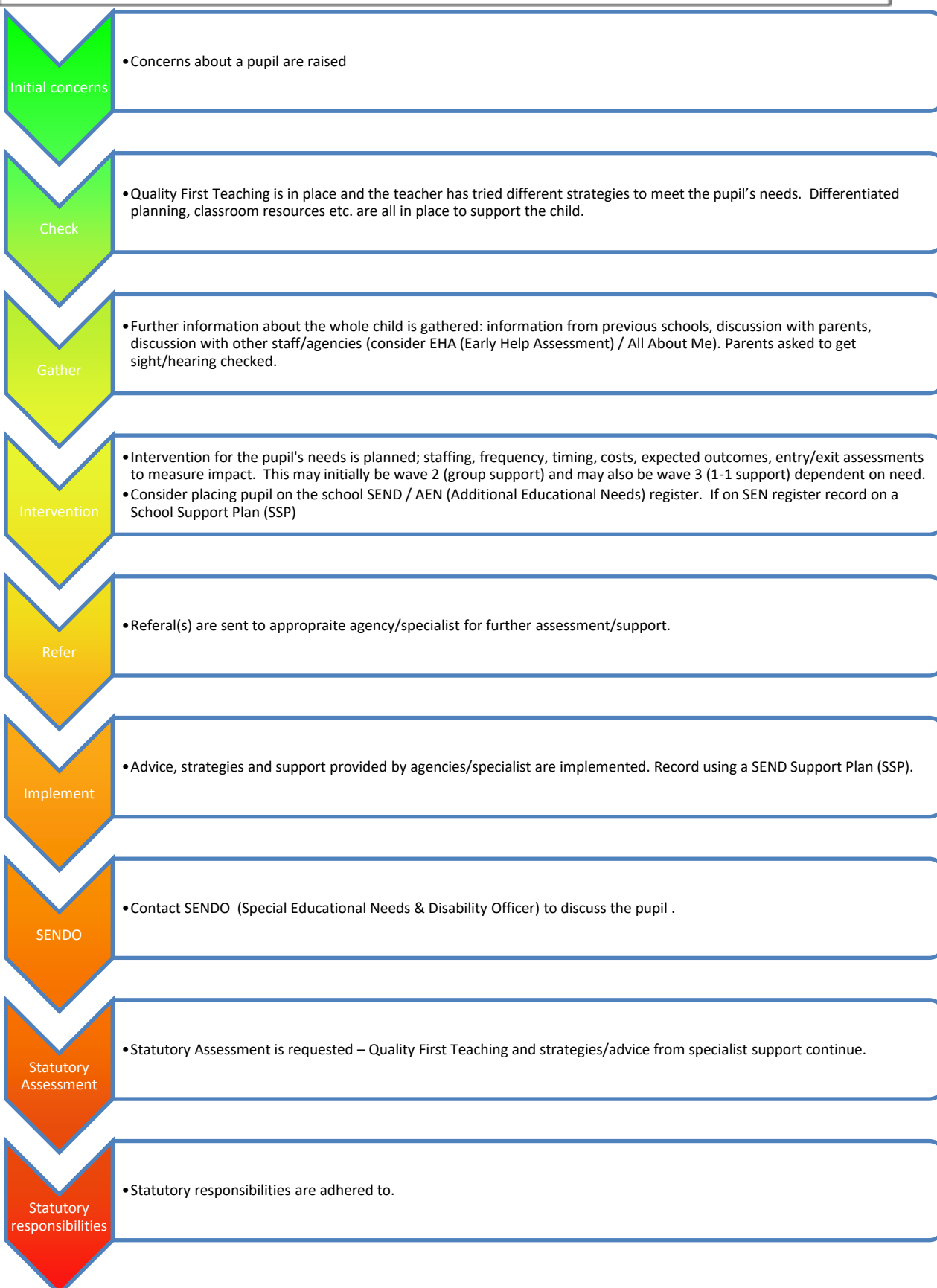
From time to time, parents and members of the public may express concern or make a complaint, either orally or in writing, about some aspect of the conduct/operation of the school, the conduct of the Executive Headteacher, an individual member of staff, the Governing Body or an individual governor. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher and/or SENCo. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the department head (Deputy Headteacher/Assistant Headteacher). If the issues are not resolved the Executive Headteacher will be informed. If the Executive Headteacher is unable to resolve the difficulty the parents' concerns should be put in writing to the SEND Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted. The school will make provision to inform parents about Parent Partnership and how to make representations to the LEA as appropriate.

The School will always give serious consideration to concerns and complaints that are brought to its attention. However, anonymous complaints will not normally be considered. In considering concerns or complaints, the school will ensure that they are dealt with effectively and with fairness to all parties. Where possible, complaints will be resolved informally.

Bullying

As part of anti-bullying activities in school we aim to educate all our children on the definitions of bullying and its effects on individuals. For children with SEND it is important that their needs are met without making them feel vulnerable or feel like a target for bullying. Although we cannot monitor or control the use of social media outside of school, we do educate the children on issues surrounding internet safety and cyber bullying as part of our computing curriculum. More details can be found in the 'Preventing Bullying' section of the schools Behaviour Policy which can found on the school website. The whole school has integrated themes which address 'Celebrating difference' and 'Good to be me' as well as Anti-bullying theme weeks. Children and parents are encouraged to report any incidents of bullying to a member of staff who will bring this to the attention of relevant staff members to be addressed.

Identification of/Provision for SEN



The Assess, Plan, Do, Review Process

Assess

- Gather information about the child and their current needs (from SEN post, class SEN box, previous SSPs, Parents view, SENCO/SEN Team, Pastoral Team, Assessment data, Child's view of learning/progress/difficulties)
- What are the main SEND needs? (Communication & Interaction; Cognition & Learning; Social, Emotional & Mental Health; Sensory and/or Physical) Is there a diagnosis? Have any specialist assessments taken place? What recommendations are there?
- How well did the child meet the previous targets? Were they appropriate? Do you have evidence of the child meeting the targets?
- Self-assess your own practise - are you meeting the needs of the child through quality first teaching and differentiation with a focus on KPIs? Is the provision inclusive?

Plan

- Discuss with the child their strengths, areas of difficulty and learning styles - steer them away from general statements such as 'I'm good at writing' and unpick this. Encourage them to think about whole self (i.e. social, communication, attention, listening etc.) rather than just reading, writing, maths. Record this on the SSP in CHILD-FRIENDLY terms and in first person.
- Set targets with the child/parents that address current need and will have an IMPACT on their learning. A focus on Behaviour for Learning could be more appropriate than a target about using full stops. Ensure that the targets are Specific, Measureable, Action-related, Realistic but aspirational and Time bound. A general goal would be, "Follow instructions." But a specific goal would say, "Follow the instruction to Get my coat within 1 minute. I will do this every time I am asked within a week."
- Plan with the child the resources, peer support and strategies that will help them to meet the targets e.g. star chart to record success, time-out space and anger management strategies etc. Ask the child to think about the strategies they can use for themselves and the teaching strategies that you can use.
- Plan intervention with additional adults and consider how this will impact on the targets. Set timescales and outcomes.

Do

- Ensure that the planned support is in place. Make links with SSP and whole curriculum.
- Continue to provide differentiated quality first teaching with a focus on KPIs - moving the child on at a reasonable pace.
- Evidence the provision and the IMPACT

Review

- Continually review the provision and targets - discuss progress of targets with pupil, parents and additional adults.
- SSP review process (Nov, Feb, June) - review of the targets on last plan and any additional targets set.
- Identify next steps on the review which should feed directly into the new plan.